**Crisis in Egypt**



The Anatomy of a Revolution, Part 1

<http://www.cbc.ca/thenational/indepthanalysis/story/2011/01/31/national-crisisinegypt.html>

In 18 days, Egypt was changed forever. A revolution occurred not by political groups or not by foreign leaders but by thousands of young people.

Examine what happens at 2:00 (the man and his fruit cart). What stands out to you?

Examine what happens at 6:00 (cellphones and social media). What stands out to you?

Examine what happens at 9:05 (news networks). What stands out to you?

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*Teacher notes*

MBF3C (Foundations for College Math, Grade 11)

Curriculum Expectation:

A3. describe and represent exponential relations, and solve problems involving exponential relations

arising from real-world applications.

D2. determine and represent probability, and identify and interpret its applications.

There are a lot of places where math will “come up” in this situation. Students may wish to examine the socio-economic situations of certain groups of people (e.g. they may wish to compare an impoverished community with one in Egypt). A good resource may be Statistics Canada (<http://www.statcan.gc.ca/start-debut-eng.html>).

Students may wish to look into the impact of social media such as Facebook and Twitter. A resource to help may be Facebook’s stats page (<http://www.facebook.com/press/info.php?statistics>) and a page that keeps track of twitter stats (<http://twittercounter.com/>).

Students may want to look into the effects of newscasts. They may wish to investigate Al Jazeera (<http://english.aljazeera.net/>) and possible the CBC (<http://www.cbc.ca/>).

Other areas of interest might be the history behind self-immolation as protesting (Vietnamese Buddhist monks; <http://en.wikipedia.org/wiki/Th%C3%ADch_Qu%E1%BA%A3ng_%C4%90%E1%BB%A9c>) and Mubarak’s actions before and after the revolution (<http://articles.economictimes.indiatimes.com/2011-02-18/news/28615538_1_corrupt-officials-james-nason-swiss-government>).

Students should know before starting how to use graphic organizers to help them through the process of PBL.

Students should know before the importance of self-assessment (especially if students will be generating their own rubrics/marking schemes).